

TRAINING THE FORCE

FM 25-100

Q. Why does the Army exist?

A. To deter war or, if deterrence fails, to reestablish peace through victory in combat wherever US interests are challenged.

Q. What are the nine principles of training?

A.

- (1) Train as a combined arms and services team.
- (2) Train as you fight.
- (3) Train using appropriate doctrine.
- (4) Train using performance-oriented training.
- (5) Train to challenge.
- (6) Train to sustain proficiency.
- (7) Train using multi-echelon techniques.
- (8) Train to maintain.
- (9) Make commanders and leaders the primary trainers.

Q. The full integration of the combined arms team is attained through the “slice” approach to training management. What is meant by a “slice”?

A. A slice is a term used to describe a grouping of combat, combat support, and combat service support units which are task organized for wartime missions or are habitually associated for peacetime training (i.e., the divisional and nondivisional units that habitually train with the division are termed the “division slice”).

Q. What is the goal of combat-level training?

A. Achieve combat-level standards.

Q. “Train as you fight” means integrating realistic combat conditions into peacetime training. What are some examples of such realistic conditions?

A. Use of smoke, noise, simulated NBC, battlefield debris, loss of key leaders, and cold weather, to name a few.

Q. Training must conform to Army doctrine. What are some sources of Army “doctrine”?

A. FM 100-5 (Operations) and supporting FMs and doctrinal manuals; mission training plans (MTPs); battle drill books; soldier's manuals; regulations; and training publications.

Q. What is meant by the “Band of Excellence”?

A. It represents a sustained level of wartime proficiency obtained through frequent training on critical tasks.

Q. What tools are used to help achieve and sustain collective and individual proficiency?

A. Mission training plans (MTPs) and the Individual Training and Evaluation Program (ITEP).

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Q. Effective training requires the continuous personal time and energy of senior leaders to accomplish what 10 objectives?

A.

- (1) Develop and communicate a clear vision.
- (2) Require subordinates to understand and perform their roles in training.
- (3) Train all elements to be proficient on their mission essential tasks.
- (4) Centralize training planning and decentralize training execution.
- (5) Establish effective communications between command echelons.
- (6) Develop subordinates.
- (7) Get personally involved in planning, executing, and assessing training.
- (8) Demand that training standards be achieved.
- (9) Foster a command climate that is conducive to good training.
- (10) Eliminate training distractions.

Q. What is meant by "Battle Focus"?

A. A concept used to derive peacetime training requirements from wartime missions.

Q. What are the steps of the Training Management Cycle?

A. Prepare (plan), execute, and assess.

Q. What is a "Mission Essential Task"?

A. A collective task in which an organization must be proficient to accomplish an appropriate portion of its wartime mission(s).

Q. What is a "METL"?

A. Mission Essential Task List. A compilation of collective mission essential tasks which must be successfully performed if an organization is to accomplish its wartime mission(s).

Q. What are the two primary inputs to METL development?

A. War plans and external directives.

Q. Which of the two primary inputs is the most critical?

A. War plans (wartime operations and contingency plans).

Q. What are external directives (give examples)?

A. Additional sources of training tasks that relate to an organization's wartime mission.

- Mission Training Plans (MTPs)
- Mobilization plans.
- Installation wartime transition and deployment plans.
- Force integration plans.

Q. What are the 5 fundamentals of METL development?

A.

- (1) The METL is derived from the organization's wartime missions and related tasks in external directives.

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- (2) Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.
- (3) Each organization's METL must support and complement higher headquarters' METL.
- (4) The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish the wartime mission.
- (5) Fully integrate the seven systems of the BOS.

Q. What does "BOS" stand for, explain it, and list the seven systems?

A. Battlefield Operating System; used to systematically ensure that all elements of the organization's combat power are directed toward accomplishing the overall mission. BOS are the major functions which occur on the battlefield and must be performed by the force to successfully execute operations.

- Maneuver
- Fire Support
- Command and Control (C²)
- Intelligence
- Mobility/Counter mobility/Survivability
- Combat Service Support
- Air Defense

Q. What information is contained in a "Battle Book"?

A. Detailed information concerning war plans, such as tactical routes to wartime areas of operation, ammunition upload procedures, execution of schemes of maneuver, and other support requirements.

Q. Who has the responsibility for developing a training strategy that will maintain unit proficiency for all tasks that have been designated as mission essential?

A. The commander.

Q. Which tasks within a METL should be given priority?

A. There should be **no** attempt to prioritize tasks within a METL. By definition, all tasks that have been placed on the METL are equally essential to ensure mission accomplishment.

Q. A supporting individual task list should be made for each mission essential task.

What are two major source documents for the selection of appropriate individual tasks?

A. Soldier training publications and mission training plans (MTPs).

Q. How does the METL development process compare for Active and Reserve Component organizations?

A. They are the same - all training must be directed at wartime mission readiness.

Q. What is meant by a "Training Objective"?

A. A statement that describes the desired outcome of a training activity.

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Q. A training objective consists of what three parts?

A.

- (1) Task: a clearly defined and measurable activity accomplished by individuals or organizations.
- (2) Condition(s): the circumstances and environment in which a task is to be performed.
- (3) Standard: the minimum acceptable proficiency required in the performance of a particular training task.

Q. What are some documents that will assist commanders and staffs in developing collective and individual training objectives?

A.

- Mission training plans (MTPs).
- Soldier's manuals.
- DA Pam 350-38, Standards in Weapons Training.
- Deployment or mobilization plans.
- General Defense Plans (GDPs).
- Army, MACOM, and local regulations.
- Local SOP.

Q. What is a "Battle Task"?

A. A command group, staff, or subordinate organization mission essential task that is so critical that its accomplishment will determine the success of the next higher organization's mission essential task.

Q. What is the goal of centralized planning?

A. To develop mutually supporting METL-based training at all levels within an organization.

Q. At the start of the planning process the commander provides two principal inputs. What are they?

A. The METL and the training assessment.

Q. What is the "training assessment"?

A. A tool for comparing an organization's current level of training proficiency with the desired level of wartime proficiency.

Q. Where would a commander look to find the "desired" level of wartime proficiency for his organization?

A. This is defined in MTPs and in such publications as how to fight manuals and other doctrinal literature.

Q. When should the training assessment be updated?

A. At the beginning of each long-range and short-range planning cycle and after a major training event.

Q. What is meant by "training requirement"?

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A. It is the training necessary to achieve and sustain desired levels of training proficiency for each mission essential task.

Q. How is task proficiency rated?

A. As one of the following:

- “T” (trained)
- “P” (needs practice)
- “U” (untrained)
- “?” (unknown)

Q. What is a commander's “training vision”?

A. The commander's broad concept for training the organization to achieve and sustain wartime proficiency.

Q. What are the three key elements which shape a commander's training vision?

A.

- (1) The commander's understanding of training and operations doctrine.
- (2) The commander's assessment of METL proficiency levels.
- (3) The commander's knowledge of potential enemy capabilities.

Q. The commander's guidance, a product of the training planning process, is composed of what three things?

A.

- Training vision
- Goals
- Priorities

Q. Through the training planning process, the commander's guidance is melded together with the METL and the training assessment to make what?

A. Training plans.

Q. What are the three types of training plans?

A.

- Long-range
- Short-range
- Near-term

Q. Properly developed training plans will do what six things?

A.

- (1) Maintain a consistent battle focus.
- (2) Be coordinated between associated combat, combat support, and combat service support organizations.
- (3) Focus on the correct time horizon.
- (4) Be concerned with future proficiency.
- (5) Cause organizational stability.
- (6) Make the most efficient use of resources.

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Q. What is the correct “time horizon” for each of the three types of training plans?

A.

- Long-range: should extend out at least a year.
- Short-range: normally focus on upcoming quarter (3 months).
- Near-term: starts approximately eight weeks prior to the execution of training.

Q. Identify the following types of training events.

A.

- JTX - Joint Training Exercise
- CTX - Combined Training Exercise
- FTX - Field Training Exercise
- CALFEX - Combined Arms Live Fire Exercise
- LFX - Live Fire Exercise
- CFX - Command Field Exercise
- DEPEX - Deployment Exercise
- TEWT - Tactical Exercise Without Troops
- CPX - Command Post Exercise
- STX - Situational Training Exercise
- MAPEX - Map Exercise
- LOGEX - Logistics Exercise
- FCX - Fire Coordination Exercise
- EDRE - Emergency Deployment Readiness Exercise
- BSX - Battle Simulation Exercise

Q. What is the purpose of time management systems?

A. To create prime time training periods for subordinate organizations on mission essential training.

Q. Describe the time management system mentioned in FM 25-100.

A. The Green-Amber-Red Time Management System; Organizations in Green periods conduct planned training without distraction and external taskings. Units in Red periods execute details and other administrative requirements and allow the maximum number of soldiers to take leaves. Organizations in Amber periods are assigned support taskings beyond the capability of those units in the Red period, but commanders strive for minimal disruption to Amber organizations' training programs.

Q. In recent years, the Army has increasingly emphasized externally supported training events. Give an example of an organization which provides combined arms and services battle-focused training that is externally supported.

A. Army Combat Training Centers (CTCs).

Q. There is a relationship between the number of miles or hours that an item of equipment, such as a tank, is operated and the dollars required to purchase the repair parts and POL for that piece of equipment. Funding authority to purchase the projected repair parts, fuel products, and other items necessary to support the training mission is

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allocated to units based on what?

A. Operating Tempo (OPTEMPO) - this is the average annual miles or hours of operation for a unit's major equipment systems.

Q. What is a "QTB"?

A. Quarterly Training Brief (a short-range training brief) - this is a conference conducted by senior commanders to review and approve the training plans of subordinate units.

Q. Are QTBs conducted before or after the time period addressed in the Quarterly Training Guidance?

A. Before.

Q. Near-term planning is primarily conducted at what levels?

A. Battalion and subordinate command levels.

Q. When does formal near-term planning culminate?

A. When the unit publishes the training schedule.

Q. Near-term planning and thus, training schedules, should cover a _____ week period prior to the conduct of training.

A. 6-8.

Q. Who must conduct training meetings?

A. Platoons, companies, and battalions.

Q. At battalion level, training meetings primarily cover training management issues; at company and platoon level, they are directly concerned with what?

A. The **specifics** of conducting training.

Q. Training schedule formats may vary among organizations, but they all must contain what six elements?

A.

- (1) Specify when training starts and where it takes place.
- (2) Allocate the correct amount of time for scheduled training and also additional training as required to correct anticipated deficiencies.
- (3) Specify individual, leader, and collective tasks to be trained.
- (4) Provide concurrent training topics that will efficiently use available training time.
- (5) Specify who conducts the training and who evaluates the results.
- (6) Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

Q. When is unit training officially considered to be "locked-in"?

A. When the training schedule is published (senior commanders normally have established policies that minimize changes to the training schedule, such as requiring that battalion commanders personally approve training schedule changes).

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Q. What is command responsibility in regards to training schedules?

A.

- The company commander drafts the training schedule.
- The battalion commander approves the schedule and provides necessary administrative support.
- The brigade commander reviews each training schedule published in his command.
- The division commander reviews selected training schedules in detail and the complete list of organization-wide training highlights developed by division staff.

Q. What type of training inspections are normally the most beneficial to senior leaders and inspection teams?

A. Unannounced or short notice inspections.

Q. All good training, regardless of the specific collective and individual tasks being executed, must comply with certain common requirements. What are these requirements?

A.

- Adequate preparation
- Effective presentation and practice
- Thorough evaluation

Q. What is the best way to describe properly presented and practical training?

A. It is accurate, well structured, efficient, realistic, safe, and effective.

Q. What are the different types of training evaluation?

A. Formal, informal, internal, external, or any combination of these.

Q. What is an “AAR”?

A. After Action Review; it is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. It is a professional discussion that requires the active participation of those being trained.

Q. What are the four parts of an AAR?

A.

- (1) Establish what happened.
- (2) Determine what was right or wrong with what happened.
- (3) Determine how the task should be done differently the next time.
- (4) Perform the task again.

Q. To keep the training system dynamic, senior leaders use _____ to determine the effectiveness of the planning, execution, and assessment portions of the training management cycle.

A. Feedback.

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Q. Name some sources of training feedback that are available to senior leaders.

A.

- Training planning assessments.
- Senior, lateral, and subordinate headquarters training plans.
- Quarterly Training Briefs (QTBs).
- Resource allocation forums such as PBACs or range scheduling conferences.
- Personal observations.
- Leader development discussions.
- Staff visits.
- Evaluation data.

Q. What is the key feedback mechanism that maintains continuity among the many training systems?

A. Assessment.

Q. List some important sources of evaluation data.

A.

- Personal observations of training.
- Feedback from higher headquarters.
- Training briefings.
- ARTEP evaluations.
- SQT/CTT results.
- Maintenance and logistical evaluations and technical inspection results.
- IG
- Command inspections.
- APFT scores.
- Weapons qualification.

Q. What is a “T&EO”?

A. Training and Evaluation Outline - a summary document prepared for each training activity that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures.

ALTHOUGH NOT CONTAINED IN FM 25-100, THE FOLLOWING TRAINING QUESTIONS ARE PRESENTED FOR YOUR REVIEW DUE TO THEIR POPULARITY IN USE.

Q. In addition to FM 25-100/101, what are some of the important publications that cover training in the Army?

A.

- FM 25-4 How to Conduct Training Exercises
 - FM 25-5 Training for Mobilization and War
 - AR 350-1 The Army Training System
 - AR 350-41 Training in Units
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Q. What is the Army's training goal?

A. To develop a combat ready force which is physically and psychologically prepared to fight and win global war.

Q. Training is divided into what two categories?

A.

- (1) Individual training - training that soldiers receive to enable them to perform the specific tasks and duties related to the MOS and duty position to which assigned.
- (2) Collective training - training which prepares a group of individuals to accomplish tasks that combine two or more individual tasks to complete a mission.

Q. What is the purpose of the Soldier's Manual?

A. It is designed to lay out what tasks you must know how to do, under what conditions to perform the specified tasks, and a step-by-step description of how to perform the tasks identified to standard.

Q. What is the NCOES? Describe the different levels of the NCOES System.

A. The Noncommissioned Officer Education System is a system of resident training (service schools and MACOM schools), supervised-on-the-job experience and self-study. It is designed to provide, as required in each MOS, progressive, continuous training from the primary through the senior level. The objectives of the NCOES are to train the NCO to be leaders and trainers of soldiers, provide technical and tactical training, and improve unit mission efficiency.

- **Primary Leadership Development Course (PLDC):** a non-MOS specific leadership course. Its emphasis is on how to lead and train, and the duties, responsibilities, and authority of the NCO.
- **Basic Noncommissioned Officer Course (BNCOC):** stresses performance-oriented techniques. Soldiers are trained in MOS critical job tasks to specified standards. Training in BNCOC compliments leadership training received in the primary level (PLDC).
- **Advanced Noncommissioned Officer Course (ANCOC):** provides advanced levels of training which prepare career soldiers for duties at grade E-7 (Skill Level 4). Emphasis is placed on technical and advanced leadership skills and knowledge of military subjects required to train and lead other soldiers at the platoon level.
- **US Army Sergeants Major Course (USASMC):** trains DA selected soldiers for positions of high responsibility throughout the Army. USASMC is the capstone of enlisted training. Master Sergeants and First Sergeants are prepared for both troop and staff assignments.

Q. You should always train using economical, technically correct, and safe procedures; your success as a trainer depends on your soldier's ability to perform the tasks properly after you train them. There are five phases you should follow to ensure your success when presenting training. This is often referred to as the Five-P Model. Explain the five phases of the Five-P Model.

A.

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- (1) **PLANNING:** Determine what tasks you need to train, who needs the training, how you are going to conduct the training, and if you have everything that you need to properly train your soldiers. The last step during this phase is to construct the training outline.
- (2) **PREPARING:** You must be able to perform the task to standard, not just KNOW how to perform it (you should be a “subject matter expert”). Prepare and gather the required resources that you'll need to train your soldiers. Make the training as realistic as possible. The best place to look for resources is the manual you are training from. Announce the training to your soldiers. And lastly, rehearse your training session.
- (3) **PRESENTING:** Your goal here is to train your soldiers and have them perform the task to standard. Your presentation should supply the soldiers with the necessary knowledge so that they too can perform the task to standard.
- (4) **PRACTICING:** This is the actual hands-on, skill development phase of training. The practice phase converts what the student has seen and heard into something that the soldier does. Use the step-by-step method of instruction. After your soldiers can complete each of the steps correctly, have them combine several steps until they can complete the task in one continuous action.
- (5) **PERFORMING:** Formally evaluate your soldiers on their ability to perform the task as required by the standards for the task. No matter how many soldiers you have trained, you should evaluate their performance individually.

Q. What is the purpose of a Training Outline?

A. It consists of hints and reminders that the trainer uses to make sure he has put all the key steps and important points in the training.

Q. A training outline consists of eight elements. What are they?

A.

- (1) **TRAINING STATEMENT:** This is the Task, Conditions, and Standards of the task. State these guidelines in your own words to ensure that your soldiers understand what the task is, under what conditions they must perform the task, and how well they must perform the task.
- (2) **CAUTION STATEMENT:** Informs the soldiers of any safety hazards and/or security classification during the training.
- (3) **PRETEST:** You must always offer a pretest to the soldiers you are training. If a soldier desires a pretest, you must prepare the conditions, read the soldier the task, conditions, and standards and proceed using the performance measures as a guide.
- (4) **ORIENTATION STATEMENT:** This is the reason your soldiers are receiving the training. Why is this task important for them to know? How is it related to the other tasks and missions that they must perform? Here is where you tell them why they need, or how they are going to benefit from the training.
- (5) **DEMONSTRATION:** This should provide the soldier with the exact model of what you want the soldier to do. You must perform a demonstrated task at normal speed and meet all the performance standards.
- (6) **TASK STEPS:** Explain the task step-by-step. Once you explain and perform a step,

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have the soldiers perform the same step before you move on to the next step.

- (7) **PRACTICE:** During this phase the soldiers learn, hands on, how to perform the task to standard. With you coaching and critiquing them on-the-spot, soldiers first practice the individual steps. As the soldiers master the individual steps put several steps together, and finally, perform the whole task. Practice until the soldiers are confident enough in themselves to take the performance evaluation.
- (8) **PERFORMANCE EVALUATION:** This is exactly the same as the pretest. You must set up the required conditions, and read them the task, conditions, and standards. Use the performance measures as a guide when evaluating the soldier. The performance evaluation should be performed individually.

Q. What are the four steps involved in PREPARING for training?

A.

- Announce the training to the soldiers.
- Gather and prepare resources.
- Rehearse your training session.
- Revise the training outline.

Q. What are the three methods of teaching?

A.

- Lecture
- Conference
- Demonstration

Q. What is a “job book”?

A. The job book is intended primarily as a noncommissioned officer training management tool used to record demonstrated proficiency on Soldier's Manual tasks. It enables the supervisor to know what tasks his/her soldiers are proficient in.

Q. How many job books should you have?

A. One for each skill level 1&2 soldier that you supervise.

Q. When should a job book be started on a soldier?

A. In the soldier's first unit of assignment after completion of initial entry training (IET).

Q. What is written on the front of the job book?

A. Name (ink); Unit and Rank (pencil).

Q. HOW do you record information in the job book?

A. Once a task has been evaluated, enter your initials in the “GO” column if it was completed to standard or the “NO GO” column if the task was not completed to standard. Enter the date of the evaluation. Make all entries in pencil.

Q. What regulation covers the Individual Training and Evaluation Program (ITEP)?

A. AR 350-37.

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Q. What are the goals of ITEP?

A. Improve combat readiness by providing diagnostic information to commanders and MOS proponents on the effectiveness of training programs and products and to provide soldier proficiency information to career managers.

Q. What are the two components of ITEP?

A. CTT and Commander's Evaluation (CE).